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AUTHOR	Gabay, Jerry
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ABSTRACT

Since the early 1950s, several programs have enticed thousands of rural Mexicans to migrate to California and the Northwest to be agricultural workers. The resultant demographic and cultural impacts have been immense. Hood River County (Oregon) schools are over 30 percent Hispanic. There is much ignorance and prejudice regarding the Hispanic community. This unit for sixth graders aims to get students into the community, enable them to understand and relate positively to diverse aspects of their community, develop their own sense of place and community, and accept an active role in positive citizenship. Activities expand student thinking skills through analyzing and evaluating prevalent attitudes of and toward immigrant workers; enhance listening skills through interviews of Mexican farmworkers; and increase knowledge of causes and results of Mexican immigration to the Northwest. The unit supports state benchmarks in history, civics, geography, social science analysis, and writing. Eight lessons cover an introduction, why Mexicans migrated to Oregon, Braceros and other Mexican migrant labor, working and living conditions and social issues, 1989 Oregon reforms of conditions, face-to-face with Mexican immigrant laborers, Mexicans in business and non-agricultural work, and the impact of Mexican immigrant labor on the Mid-Columbia. In a culminating activity, the entire middle school produces a Cinco de Mayo celebration that involves students in art, home economics, drama, and writing and brings Mexican parents into the school as resources. (Contains 22 resources.) (TD)

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Milagros in the Mid-Columbia

An Integrated Lesson Plan

Sixth Grade Social Studies Unit
on
Mexican Migrant Workers

JERRY GABAY

PACIFIC UNIVERSITY

EDUCATION 460G

JULY 1998

U.S. DEPARTMENT OF EDUCATION
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Rationale

With the end of World War II, widespread, long-lasting prosperity began in California, and in the citrus states of the Southwest and orchard-states of the Northwest, severely reducing the availability of farmworkers for low-paid picking jobs. In the early 1950's, farmers prevailed upon Congress to enact the first of several guest-worker programs, which enticed thousands of *campesinos* from rural Mexico, first to the border states, but soon to the Northwest also. Initially, they were *migrant workers*, but by now most have "settled out," and should be viewed as *immigrant workers*. The resultant demographic and cultural impacts have been immense. Hood River County schools are over 30% Hispanic, with Upper Valley schools having 40-60 % Hispanic students. The 1990 census indicated over 20% of the population is Hispanic; and that census is generally accepted as having undercounted.

Attitudes are changing slowly, but there is still much ignorance and prejudice regarding the Hispanic community. Elementary students tend to have their attitudes shaped almost entirely by their parents and friends. Sixth grade is a time in which students begin to develop their own attitudes and their own sense of community, beyond the immediate environs of their home and school. It is also a time when students are open to changing attitudes based particularly on greater familiarity with various segments of the community, and are beginning to develop higher level cognitive skills including the ability to analyze, synthesize, and evaluate. Sixth graders need to be able to have direct, personal contact with the components of their civic environment in order to develop their own sense of place and community.

This unit will get students out of the classroom and into the community, both literally and figuratively. Activities will expand the thinking skills of the students who will analyze and evaluate prevalent attitudes of and toward immigrant workers. They will enhance listening skills as they interview Mexican farmworkers and others in their community for specific information. They will increase their knowledge of the causes and results of Mexican immigration to the Northwest, and will be better able to understand and interpret this most significant occurrence in their community in the past half-century. The unit will support both 8th grade and 10th grade state benchmarks in history, civics, geography, social science analysis, and writing.

A culminating activity will involve the entire middle school, and the art, home ec, and other social studies classes, as well as bring Mexican parents into the school as specific resources.

Understanding and relating positively to diverse aspects of our community will be an essential ability if we are to maintain meaningful communities in the 21st Century. Helping students to do this, and to accept an active role in positive citizenship, is the ultimate goal of this unit.

Oregon State Common Curriculum Goals, Content Standards, and Benchmarks

Common Curriculum Goal for State and Local History:

- Understand and interpret events, issues and developments in the history of one's family, local community and culture. (No benchmarks provided)

Common Curriculum Goal for Listening:

- Analyze and evaluate verbal and nonverbal messages and the way they are delivered. (No benchmarks provided)

History Benchmarks, 8th grade:

- Identify multiple causes of a single event and explain how a single event can impact more than one sphere of human activity.
- Describe change and continuity over time within the following content theme: economic developments and their impact on society.

History Benchmarks, 10th grade:

- Interpret major events, issues and developments around issues of continuity and change in the 20th Century: Postwar America and Contemporary Issues.

Civics, 8th grade:

- Describe how government actions in one country can affect citizens in another country.

Geography, 8th grade:

- Identify and describe transportation and communication networks affecting the flow of people, goods and ideas.

Geography, 10th grade:

- Compare physical and cultural characteristics of the same place at different times in history.

Social Science Analysis, 8th grade:

- Explain an event or issue from two or more points of view and explain why perspectives among individuals and groups vary.

Writing, 8th grade:

- Convey clear, focused main ideas with accurate and relevant supporting details appropriate to audience and purpose.
- Demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions.

Unit Goals for 6th Grade Unit on Mexican Immigrant Workers

- To understand the political, social, and economic forces in Mexico which led to significant emigration since World War II.
- To understand the historical background of migrant worker programs in the Mid-Columbia region.
- To identify the working conditions, living circumstances, and variety of experiences of Mexican immigrant workers in the Mid-Columbia.
- To develop sensitivity to the lives of Mexican immigrant workers.
- To develop an appreciation for the contributions of Mexican immigrant workers to the culture and economy of the Mid-Columbia.

Content Relationships - Unit Goals, Objectives, Activities

Goal #1. To Understand the political, social, and economic forces in Mexico which led to significant emigration since World War II.

Objective. Each student will be able to summarize three major causes for Mexican emigration since WWII. (Lesson #2)

Activity. Read materials in group, discuss, come up with one reason per group member.

Goal #2. To understand the historical background of migrant worker programs in the Mid-Columbia region.

Objective. Students will be able to compare and contrast the Braceros with other migrant labor (both Mexican and not), and be able to discuss some of the effects of the Barceros on non-Bracero migrant farmworkers. (Lesson #3)

Activity. Read materials.
Activity. Two-box induction of concept of "Bracero."
Activity. Class discussion.
Activity. Think-pair-share on whether favor Braceros or not.
Activity. Four corners variant debate.

Goal #3. To identify the working conditions, living circumstances, and variety of experiences of Mexican immigrant workers in the Mid-Columbia.

Objective. Students will obtain basic familiarity with conditions faced by Mexican immigrant laborers, and be able to list 3 difficulties faced by the immigrants. (Lesson #4)

Activity. Watch video.
Activity. Brainstorm ideas and questions.
Activity. Take notes on lecture.
Activity. Ask questions of resource guest.
Activity. Think-pair-share.

Objective. Students will be able to deduce common values among the writers, and begin to formulate what they might do in the writer's place. (Lesson #4)

Activity. Read materials.
Activity. Discuss readings in group, answer questions, report out.
Activity. Write down three things student would like in life of selection read, and three things that appear too difficult. Volunteer to class.

Objective. Students will be able to list the basic reforms enacted in Oregon to respond to social issues. (Lesson #5)

Activity. Read materials.
Activity. Take notes on lecture.
Activity. Vote on which reforms they think are most important.

Teatro Milagro in the Mid-Columbia

You live in the upper Hood River Valley, as you well know. You probably know that even in this time of prosperity in Oregon, unemployment in Hood River County is over 11% and the average annual personal income is less than $20,000.00.

You have been acting up in class all year, and your teacher says you are witty, have a flair for drama, and should consider an acting career. Unfortunately, the only live theatre in the Mid-Columbia is unpaid. Your teacher is facilitating a school-wide celebration of Cinco de Mayo as a culminating activity from your study of Mexico. He has done a great job getting the arts, home ec, and other social studies classes involved, but lacks a centerpiece for the two hour all-school assembly which is scheduled May 5.

Surfing the net at home last night, you discover that Teatro Milagro, the Mexican migrant theatre company in Portland has just received a million dollar grant to expand their humorous and informative productions to the Mid-Columbia on a permanent basis. Unfortunately, they have determined that there are not enough knowledgeable playwrights and actors in Portland to write and perform truly informative and entertaining plays on the Mexican migrant experience, so they are having a national contest to select 5 writer/actors to implement their grant....at a salary of $60,000.00 annually, plus residuals. All writer/actors must demonstrate:

- ✓ a firm understanding of the political, social, and economic forces in Mexico which led to significant emigration since World War II.
- ✓ a firm understanding of the historical background of migrant worker programs in the Mid-Columbia region.
- ✓ the ability to identify the working conditions, living circumstances, and variety of experiences of Mexican immigrant workers in the Mid-Columbia.
- ✓ a sensitivity to the lives of Mexican immigrant workers.
- ✓ an appreciation for the contributions of Mexican immigrant workers to the culture and economy of the Mid-Columbia.

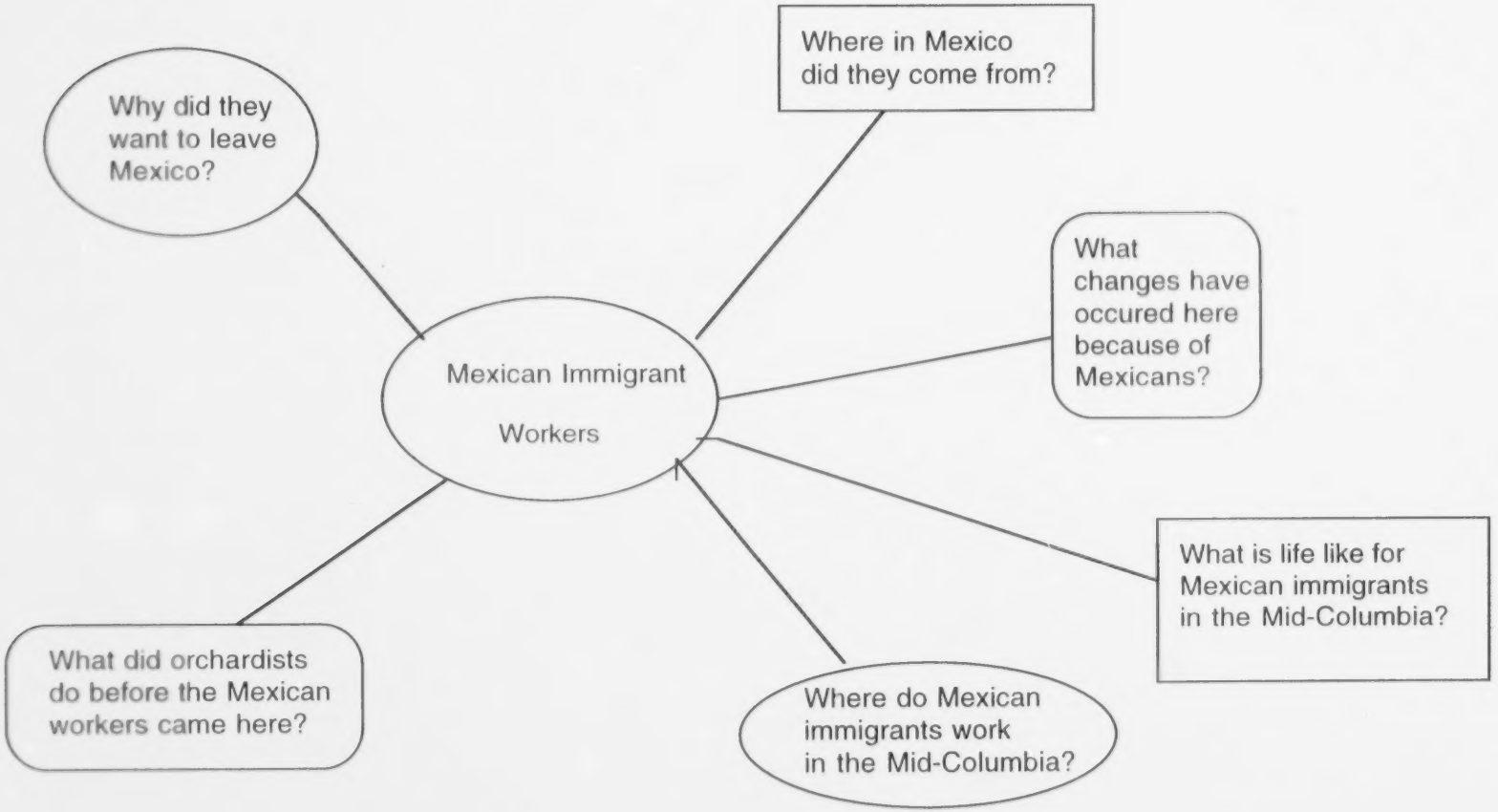
You realize this is a golden opportunity to get the best grade ever, and make a fortune while doing so. You go straight out and recruit 4 others for your production, and tell the teacher you've solved his problem.

Your play will be assessed on 3 components: writing (the content), drama (the production itself), and art (the props and costumes). It must actively involve all 5 colleagues in writing and performing the work. It must be between 20 and 30 minutes in length, have appropriate props and costumes, and be targeted to the entire student body of your middle school. It must convey clear, focused main points with accurate and relevant supporting details, and have a clear beginning, middle, and end. It must identify multiple causes for Mexican immigration to our area, discuss the resulting changes in our community from at least two points of view (one of which must be that of the immigrants themselves), explain why these perspectives vary, and display a clear sensitivity to the personal lives and circumstances of the Mexican immigrant workers in our community. You may ask for help. Good luck!

6th grade unit on Mexican Immigrant Workers:
Draw lines from each of the outer circles, and write what you currently know in answer to each question.

Name _____

Period _____


Why did they want to leave Mexico?
Where in Mexico did they come from?
What changes have occured here because of Mexicans?
Mexican Immigrant Workers
What is life like for Mexican immigrants in the Mid-Columbia?
What did orchardists do before the Mexican workers came here?
Where do Mexican immigrants work in the Mid-Columbia?

State three new things you would like to learn about the Mexican immigrants in our Valley:

1. _____
2. _____
3. _____

Scoring Guide – *Teatro Milagro in the Mid-Columbia*

Components	5	3	1
Writing	Clear, focused, interesting main points stand out	Clear main points, but may be overly broad or simplistic	Ideas unclear or extremely limited
	1 or more accurate, relevant supporting details for each point	Most points supported; some supporting details limited or vague	Ideas unsupported or simply inaccurate
	Clear beginning, middle, and end: Mexico, '70's, now. Clear transitions.	3 periods present; may not be clearly developed; unclear transitions	Failure to provide identifiable beginning, middle, end; no transitions
	2 clear reasons for migrant programs presented	1 reason for migrant programs or reasons less clear	Reasons for migrant programs unclear
	Dramatizes more than 1 each of political, social and economic causes for immigration	Dramatizes 1 political, social and economic cause each for immigration	Causes for immigration unclear
	Identifies working conditions, living circumstances, and worker experiences	Some conditions, etc. identified, but may be unclear or undeveloped	Conditions, etc not identified or inaccurate
	Presents 3 or more contributions to culture and economy	Presents 1 or 2 contributions to culture and economy	Contributions to culture & economy not presented or inaccurate
	Displays sensitivity and understanding of immigrant lives	Some sensitivity and understanding of immigrant lives	Sensitivity and understanding of immigrants lives not evident
	2 points of view on immigration clearly articulated/defended	2 points of view; may be less clear or not clearly defended	2 points of view not evident or not reasonably defended

Components	**5**	**3**	**1**
Drama	Most lines memorized and clearly enunciated Spanish words correctly pronounced All 5 cast members have parts 21 - 30 minutes long Appropriate for targeted audience	Cue cards or index cards used; some words muffled Spanish pronunciation attempted All 5 cast members have parts 15 - 20 minutes long Appropriate for targeted audience	Lines significantly forgotten; poorly enunciated Attempt at correct Spanish not evident Fewer than 5 cast members active Less than 15 minutes long Inappropriate language or level
Art	Different props demonstrating 3 different settings Costumes accurately represent 3 different settings	Props illustrate 1 – 2 different settings Costumes represent 1 – 2 different settings or not accurate	No props No costumes or highly inaccurate ones
Participation	All 5 cast members take **major** role in 2 or more components	All 5 cast members take **major** role in at least 1 component	One or more cast members do not take major role at all

Lesson #1 - Introduction to the Unit

Objectives:

1. After participating in opening activities and discussion, students will be able to explain what this unit will cover, and how it relates to their own lives.

Materials: Nosotros, pp. 7-10 (demographics)
PSU Center for Population Studies handout on minority populations by county
World (and continental if available) maps
Push pins (with flags for students' names)

Time allotted: 1 period of 50 minutes (Depending on size of class, set and discussion may be all that can be accomplished in this initial single period, in which case, a second period would be used to complete the lesson.)

Set: Ask students to volunteer where their parents and grandparents were born. Have them put pins on world map and perhaps continental maps. Process this. If only a few were born outside USA, ask question about whether there were any immigrants in the family (point being that even Native American Indians immigrated here originally).

Procedure: (1) Tell students about focus of unit. Have them fill out pre-assessment. NB: this is part of semester long study of Latin America in 6th grade social studies, so there will be pre-existing context.

(2) In the remaining time, have students in groups of 4 read materials on demographics, and discuss differences in meaning between "Hispanic" and "Mexican" populations, and compare the populations of each in Oregon generally with the Mid-Columbia specifically. Each student in the group will be responsible for one of the following issues: Hispanic population growth since 1980, Hispanic diversity, geographical distribution in Oregon, and urbanization.

Homework: Read assigned pages in text.

Closure: Sudents will participate in quick "popcorn quiz" on what they have learned about their classmates and about Hispanics/Mexicans in the Mid-Columbia.

Assessment: Participation will be observed and encouraged continuously. Comprehension will be assessed by observation and periodic teacher questions put to class or groups.

Lesson #2 - Why Mexicans Migrated to Oregon

Objectives:

1. After reading the assigned pages in Nosotros and handout in lesson #1, students in groups of 4 will be able to represent accurately on butcher paper the demographics of Hispanics generally and Mexicans in particular in Oregon and in its Mid-Columbia counties.

2. After reading the assigned text and pages in Nosotros and discussing them in a group, each student will be able to summarize three major causes for Mexican emigration since WWII.

Materials: Canada and Latin America (text - for conditions in Mexico WWII to present)
Nosotros pp. 122-123 (causes of migration)

Time allotted: 1 period of 50 minutes

Set: Give student groups a maximum of 15 minutes (in total) to create a visual representation of yesterday's discussion on demographics, put them up, and have students explain them.

Procedure: (1) In groups of 4, students will create a visual representation which compares the demographics of (1) the Hispanic population generally, and (2) the Mexican population specifically in Oregon with that in the counties of the Mid-Columbia (the Set).

(2) In same groups, all students will read assigned materials; each student in group will be responsible to list one reason for emigration from Mexico since WWII.

Homework: Read Nosotros, pp. 41-44 on the Bracero (Mexican guest-worker) program, and pp. 12-16 on Mexican-American migrant labor in Oregon in the 1940's and 1950's.

Closure: One student will write on chalkboard each of the reasons stated for immigration (with check marks indicating each repetition of a cause). Students will then vote on which two they think most important (e.g. which they think was most persuasive for emigrants).

Assessment: Participation will be observed and encouraged continuously. Comprehension will be assessed by observation and periodic teacher questions put to class or groups.

Lesson #3 - Braceros, and Other Mexican Migrant Labor

Objectives:

1. After reading the assigned pages in Nosotros and La Causa, students will be able to compare and contrast the Braceros with other migrant labor (both Mexican and not), and be able to discuss some of the effects of the Braceros on non-Bracero migrant farmworkers.

Materials: Nosotros pp. 41-44 (Bracero program) and pp. 12-16 (non-Bracero Mexicans)
La Causa pp. 11-14 (girlhood of Deloris Huerta)

Time allotted: 1 period of 50 minutes

Set: Concept attainment using two-box induction to induce the concept of "Bracero" from a number of descriptive words given by the teacher; second box will be "junk" box which may seem to have meaning at first, but does not. Work in groups of 4 to state and test the rule.

Procedure: (1) Teacher will lead general class discussion of the Bracero program and other early migrant labor in the Valley, posing questions to lead students to an understanding of why even Mexican non-Bracero laborers resented the program.

(2) Think-pair-share time for two students to come to common decision of whether they favor the Bracero program or not, with a minimum of 2 supporting reasons.

(3) Variant of 4 corners in which "pro-Bracero" pairs are matched with opposite pairs to debate the issue.

Homework: Each student will have two days to read a pre-assigned chapter of Voices for a group activity, in previously existing groups of 4.

Closure: Create a T-chart in which each group of four from the 4 corners exercise will list one thing positive and one thing negative about of the Bracero program, including the conditions under which the men lived.

Assessment: Teacher will gauge concept attainment by success of groups in set. Observation and subjective assessment will be applied to the pairs and 4 corners exercise.

Lesson #4 - Working and Living Conditions and other Social Issues

Objectives:

1. After reading the assigned pages in Voices, seeing the video, and taking guided notes from teacher lecture, students will attain basic familiarity with conditions faced by Mexican immigrant laborers, and be able to list 3 difficulties faced by the immigrants.

2. After discussion in small groups based on Voices, students will be able deduce common values among the writers, and begin to formulate what they might do in the writer's place.

Materials: Nosotros pp. 71-78 (social policy issues)
Voices from the Fields
The Struggle in the Fields video (introductory excerpts, about 7 minutes)
Fernando Figueroa (guest for second class period)

Time allotted: 2 periods of 50 minutes each

Set: Viewing the video is the set in these periods.

Procedure: (1) After viewing the video, teacher will lead general class brainstorm by asking class to identify what working and living conditions they observed, and what questions the video raised in their minds. A list will be written on the board.

(2) Teacher will utilize an overhead projector and note organizer to help students take notes on material covered in the Nosotros selection (which is not assigned reading for students).

(3) Students will be placed in groups of 4, each having been assigned a different chapter in Voices. The groups will discuss and record answers to the following questions:

a) what values did the young authors share?
b) what obstacles did they and their families face?
c) in what ways did their lives appear better off in Mexico, in what ways worse?
d) if your family were poor and migrant, what could you do to make things better?

(4) Groups will decide on how to report out (drawings, verbal, etc.), and report their findings to the whole class.

(5) Mr. Figueroa of the State Department of Human Resources, a former migrant child now in his early 20's, will be available during this discussion for his insights and reflections.

Homework: Legal reforms of farmworker living and working conditions in Oregon, Nosotros pp. 65-70.

Closure: Period 1. Think-pair-share: what did you learn today? Then, quick volunteer share.
Period 2. Students will write down three things they think they would like if they were living the life of the author in the chapter they read, and three things they think would be too difficult. Volunteers will share one example of either list each with class.

Assessment: Teacher observation.

Lesson #5 - 1989 Oregon Reforms of Working and Living Conditions

Objectives:

1. After reading the assigned pages in Nosotros, and listening to the lecture, students will be able to list the basic reforms enacted in Oregon to respond to the issues discussed in the previous lesson, and evaluate their effectiveness.
2. After negotiation in pairs, students will be able to appraise arguments concerning farmworker safety, devise their own arguments, and make discriminating judgments on the value of each.

Materials: Nosotros pp. 65-70 (living and working condition reforms in Oregon)
Wrath of Grapes video

Time allotted: 1 period of 50 minutes

Set: Viewing the video is the set in this period .

Procedure: (1) After viewing the video, class will be grouped into pairs. Half of the pairs will be asked to think of what arguments the growers and pesticide manufacturers might have made, had they been invited to participate. The other half will be asked what changes they could think of to better protect the workers.

(2) Opposing pairs will be paired to conduct negotiations on acceptable conditions for the use of pesticides in the fields. Recorders will write down the agreements reached, and reporters will report out to the whole class. Ground rules specify there must be consensus for each item reported.

(3) Students will asked to tell class about items that were proposed, but consensus could not be reached. They will be asked to give their opinions as to why the consensus was impossible in that case. Consensus items will be written on bard.

(4) Teacher will use overhead projector and note organizer to outline major reforms enacted by Oregon Legislature in 1989 in areas other than pesticide use.

Homework: Students will have two days to read sections on Hispanic businesses in Oregon, Nosotros pp. 83-88, and on Juanita's Tortilla Company, pp. 139-142.

Closure: Students will be asked to imagine they were Mexican farmworkers in Oregon. From that perspective, they will be asked to vote for 3 agreements from the list on the board or from the reforms on their note organizer that they think are the most important. The 3 items getting the most total votes will be kept on the board for the duration of the unit.

Assessment: Teacher observation.

Lesson #6- Face-to-Face with Mexican Immigrant Farmworkers

Objectives:

1. After meeting farmworkers personally, and interviewing them in small groups, students will be able to report in groups on questions including: where in Mexico "their own" farmworker came from, why and when he came, details about his family, what his favorite activities are, and what his long-range plans are.
2. Spanish-speaking students in the class will have the value of their bi-lingual skills validated by the entire class.

Resources: Farmworkers at Gene Euwer's Mountain View Orchards
Spanish-speaking students in the class

Time allotted: Combined sections from 2 back-to-back classes plus lunch, 130 minutes total

Set: This is a field trip to a nearby orchard whose proprietor was previously on the school board.

Procedure: (1) This field trip will take two consecutive periods (bracketing lunch period) plus lunch. Students will bring their lunch, and eat at the orchard with "their" farmworker.

(2) Students from the combined classes will be divided up into the number of small groups equal to the number of Spanish-speaking students in the classes. One of the latter will be included in each group.

(3) Each group will be assigned a farmworker to interview. They have previously been given training on interviewing skills and techniques. They will assign their own interviewers, recorders, translators, etc. They will have 45 minutes to interview and eat with the farmworker.

(4) On the ride back, groups will sit together to decide on how to report out (drawings, verbal, poems, etc.), and brainstorm ideas.

(5) Upon return, each group will take the remainder of the period to prepare their presentations.

Homework: None - see assignment from lesson # 5.

Closure: Students will participate in very quick "what did you like today?" pop-up.

Assessment: Teacher observation.

Lesson #7 - Mexicans in Business and Non-Agricultural Work - Overcoming Stereotypes

Objectives:

1. After reading the assigned pages, participating in class discussion, and attending tomorrow's field trip, students will be able to identify several non-agricultural areas of employment involving Hispanics and give an example of each in the Mid-Columbia.
2. Students will be able to select one Mexican worker they have met on either field trip, and describe the contributions that person has made to Oregon and/or the Mid-Columbia.

Materials: Nosotros pp. 83-88 and 139-142 (Hispanic business in Oregon)

Time allotted: First day - 1 period of 50 minutes in class
Second day - Field trip consisting of consecutive periods bracketing lunch, 130 minutes total

Set: First day - Students will be given 10 minutes to complete their project from lesson #6 and 20 minutes total to report out to the class. Then teacher will transition into Mexican immigrants in other roles.

Procedure: (1) Teacher will lead class discussion on other forms of employment for Mexican immigrants in the Mid-Columbia.

(2) Teacher will inform students of the places we will visit on the next day's field trip and a little of the backgrounds and work of the people we will meet. Homework assignment for second day will be explained, and scoring guide handed out.

(3) On second day, class will take field trip to Juanita's Tortilla Company (meeting with Celia Dominguez Mariscal and Virginia Kirby), to La Clinica del Carino (meeting with Dr. Tina Castanares and Lorena Spraguer, RN), to La Familia Sana (meeting with one or more Community Health Promoters who include former surgeons, accountants, and transportation officers from Mexico), and to Da Kine Hawaii (meeting with Roman Rios). There will be no time in class this day.

Homework: First day - none.

Second day - individually create a report on one of the Mexican immigrant workers you have met. This may be in the form of a song, drawing, poem, essay, etc., but it must clearly indicate the main contributions you believe the person has made to Oregon or the Mid-Columbia, and how you think the area is better for the contributions.

Closure: First day - Students will write down three things they would like to ask one of the people they will meet tomorrow.

Second day - Students will complete homework assignment above.

Assessment: Teacher observation based on class responses and graded homework assignments.

Lesson #8- The Impact of Mexican Immigrant Labor on the Mid-Columbia

Objectives:

1. After listening to a panel of local residents discuss the changes which have occurred since Mexican immigrants began coming to the area in large numbers (approx. 1970 on), and asking questions of the panelists, students will be able to complete a T diagram listing the changes they see as positive and those they see as negative.

2. After the experiences of this lesson, students will be able to design a project to minimize the changes they saw as negative, while maintaining those they saw as positive.

Resources: A panel of community members including:
Tom Nelson, Director, Hood River Growers' Association
Jovil Galvez, orchard boss
Lou deSitter, St. Marys Catholic Church deacon
Lucille Wyers, matriarch of pioneer Mid-Columbia family
Representative (yet to be identified) of the "English only" movement

Time allotted: 2 periods of 50 minutes each

Set: First period - The teacher will briefly summarize the periods and issues covered in the unit to date, then introduce the panel.

Second period - The class will review the class T diagram produced the day before, discuss it briefly, and make any edits desired to the class diagram.

Procedure: First period - (1) Each panelist will have 5 minutes to discuss what they see as the impacts (both positive and negative, if any) of the Hispanic presence in the Mid-Columbia over the past several decades.

(2) After all the panelists have presented their case, both students and other panelists may ask questions for another 15 minutes.

(3) The panel will be moderated by one of the students elected by the class at a previous session.

Second period - (1) Four corners exercise. Each student will independently write down the item from the negative side of the T diagram which she thinks is the most serious problem.

(2) All those selecting a particular impact will go to one part of the room and form a group.

(3) Group will have 15 minutes to design a project for a grant proposal which would serve to minimize the negative impact without lessening any of the positive impacts from the other side of the diagram.

Homework: None

Closure: First period - Students in pairs will write down all the changes they can in 3 minutes which they perceive as positive on one side of a T diagram, and all negative changes on the other. Then the class will compose a group T diagram by pairs reporting out.

Second period - Groups will report out on the project they have designed to minimize negative impacts.

Assessment: Teacher observation.

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Adaptations

A. Multiple intelligences and learning styles:

1. Each of the four standard learning styles are accommodated by the activities in this unit.

a. Sensor-thinkers will appreciate the opportunity to read and memorize many facts related to conditions in Mexico and the history of recent Mexican immigration into our region, as well as the clearly stated expectations in the unit.

b. Sensor-feelers will appreciate the personal approach of the unit, both in the readings (Voices from the Field) which stress the experience of middle/high school age Mexican immigrants, in the face-to-face-interviews, and in the group orientation of most activities.

c. Intuitive thinkers will appreciate the panel discussion regarding contributions and detriments of the immigrants, and the opportunity to analyze the viewpoints of a variety community members, as well as the opportunity to present and defend their own conclusions in the culminating task.

d. Intuitive feelers will appreciate the opportunity for personal exploration and imaginative creativity provided by the unit.

2. Each of Dr. Howard Gardner's 7 identified intelligences are accommodated by the activities of this unit. For example, the performance-based task provides significant role opportunities for each type of intelligence in the research, writing, prop construction, acting, and overall production of the plays. Different lessons, emphasizing demographics, history, interviewing, and current events - all related to the personal experience of the students - will reach each identified intelligence over the course of the unit.

B. Students with special needs and/or of diverse cultures and languages:

1. Students of limited reading skills are accommodated by two books at the second to third grade level. Lights on the River is a particularly good substitute for Voices, capturing many of the experiences of the latter book in a story format. Also, the group activities can support students with a variety of special needs.

2. Primary Spanish language students will enjoy the subject matter, and the Spanish language poems in Voices.

3. The Mexican culture is celebrated by the entire unit, which should be encouraging to students of any minority culture, and which will particularly enhance the self-esteem of Mexican and other Hispanic students.

Integration of Subjects and Technology

This unit integrates a number of other subjects. Language arts and the fine arts (writing, drama, and drawing/design) constitute the media through which the final performance-based task will be actualized. Journalism will be integrated in the interviews conducted during the field trips and the reports made on the interviews.

Technology may come into play as the students search the web for information on Mexican immigrants in the Mid-Columbia and in wider Oregon, or as they elect to videotape their interviews as an aid in the reporting.

The most complete integration will involve the arts, home ec, and other social studies classes in designing and producing the Cinco de Mayo activities which will gather the entire student body in a celebration of the culture and contributions of the Mexican immigrants of the Mid-Columbia.

Feedback

I would like to involve parents as fully as possible in this unit. I intend to send the rationale, goals, performance-based task narrative, and scoring guide home prior to beginning the unit. I do this with a certain trepidation, as I realize that some parents may not support the openness and acceptance which this unit perforce will create. With that in mind, I think it would be wise to consult the principal before taking any action, and make sure of his/her support.

Parents would be invited to contribute any personal stories/recollections which might be germane to the unit, and would be invited to accompany the class on any field trips. They would be specifically invited to the Cinco de Mayo school celebration, and to view the culminating plays which will be the centerpiece of the all-school assembly. Hispanic parents particularly would be invited to assist the art and home ec teachers in creating authentic and appropriate decorations and food for the celebration, and perhaps to share their stories with the students.

The pre-instruction assessment would give me a broad picture of the students' factual knowledge, and I would intend to modify the initial lessons, which are heavy in factual background, depending on the sense I get of the need for historical fact instruction.

Students will get continual feedback from me in the form of verbal and written comments, as well as gaining a sense of agreement from their fellow students in class discussion and presentations. Production of the final task will be allowed 4 class periods (plus the need to work on the script after school), during which I intend to monitor progress and assist with reflections and instructive questions. The goal will be to have each student know exactly what is required to succeed at each level of proficiency, and to know at any moment whether s/he has reached that level.

Resources

General:

1) Nosotros: The Hispanic People of Oregon, Gamboa and Buan, *Oregon Council on the Humanities*, 1995.

2) Increasing Multicultural Understanding, Ch. 9, "Mexican Americans," pp. 148-166, Locke, *Sage Publications*, 1992.

3) *The Wrath of Grapes* (video)

4) *The Struggle in the Fields* (video) from Chicano! series

5) Guadalupe Vasquez, farmworker, Hood River

6) Sr. Jovil Galvez, orchard boss, Hood River

7) Dr. Tina Castanares, Medical Director, La Clinica del Carino, Hood River

8) Lou deSitter, cleric and Board of Directors, Housing for People, Hood River

9) Tom Nelson, Director, Hood River Growers' Association

10) Camille Hukari, orchardist

11) Celia Dominguez Mariscal, co-owner, Juanita's Tortilla Company, Hood River

12) Fernando Figueroa, former migrant child, caseworker, Adult and Family Services

13) Juanita's Tortilla Company, Odell (field trip site)

14) La Familia Sana, Hood River (field trip site)

15) La Clinica del Carino, Hood River (field trip site)

16) Mountain View Orchards, Eugene Euwer, proprietor, Parkdale (field trip site)

At grade level:

17) Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories, S. Beth Atkin, *Little, Brown and Company*, 1993.

18) La Causa: The Migrant Farmworkers' Story, Ruiz and Larios, *Steck-Vaughn Company*, 1993.

19) Dark Harvest, Ashabranner, *Putnam*, 1985.

20) Canada and Latin America (text), Bower, *Heath*, 1991.

Below grade level:

21) Lights on the River, Thomas and Dooling, *Hyperion Books for Children*, 1994.

22) Hector Lives in the United States Now, Hewett, *Lippincott*, 1990.